

Facilitation of Successful Transition Services for Students with Disabilities

2011 Arizona Dropout Prevention Conference
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Presenters

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- Sharon McQueary
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Purpose

To focus on the high school experience and the use of the IEP **transition services planning** process to determine/ provide supports to enable the student to meet specific measureable postsecondary outcomes in the areas of education/training, employment and independent living goals.

Think About:

- What is a Transition Plan for Special Education?
- How does it support a student's educational experience?
- How do you support the Transition planning responsibilities at your school?



Transition Plans = Pathway to Graduation and Beyond

- Student successes are evident:
 - Damian's story demonstrates the impact these programs and supports can have

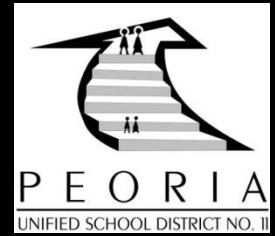
The District's Philosophy that Supported Damien's Experience:

- District Vision
- Transition as a continuum
- Universal design for all students
- Individualized design to meet student need
- Multiple rigorous opportunities
- Immediate and lifelong relevance
- Relationships

Age-Appropriate Transition Assessment

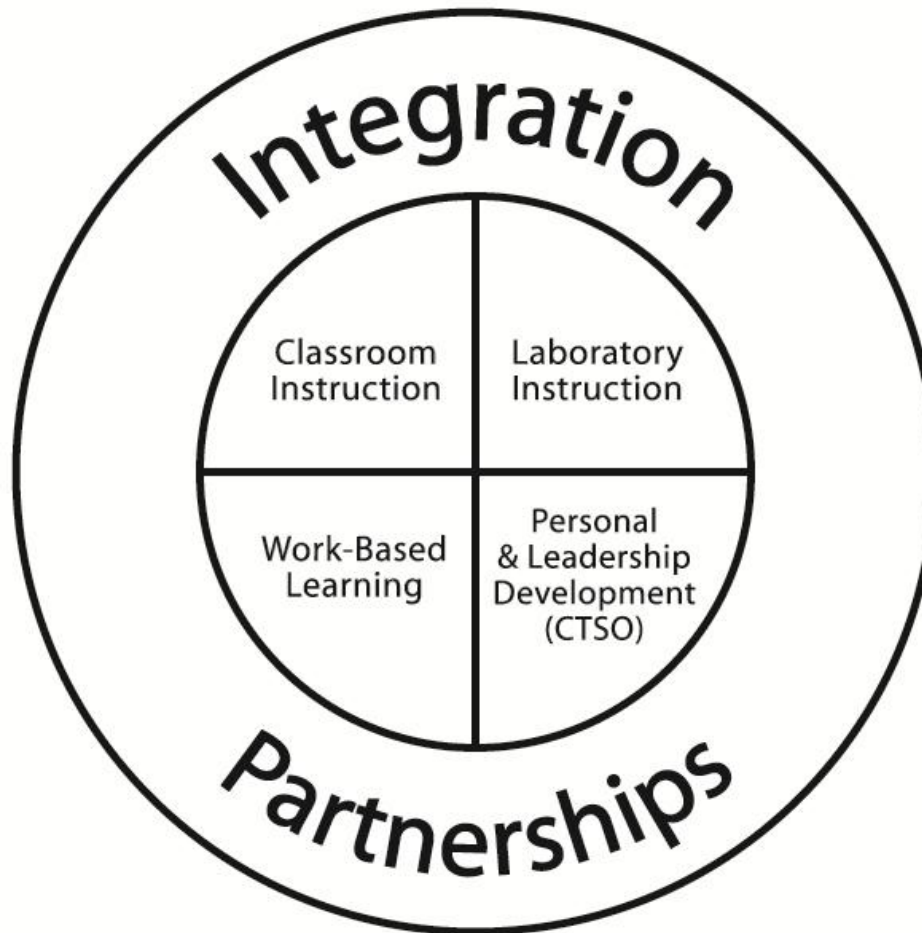
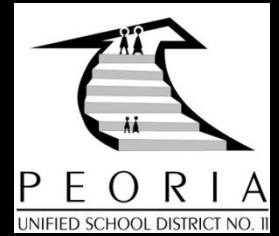
- It starts with an age appropriate transition assessment to identify interests, preferences and strengths like:
- My Life/Bridges
 - All students ready for post-secondary options (school or work)
 - All student aware of their strengths and abilities
 - All students globally competitive in the workplace
- IEP Specific Transition Assessments
 - Formal
 - Informal

Career Development Delivery Model

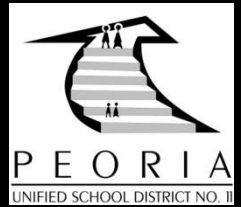


- Career Awareness (K-6)
- Career Exploration (7-9)
- Career Preparation (9-12)
- Career Mastery (12-Lifetime)

CTE Total Program Model



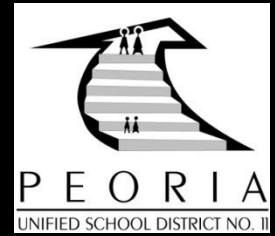
PUSD Career Development



Peoria Unified School District provides the following services and resources to every student:

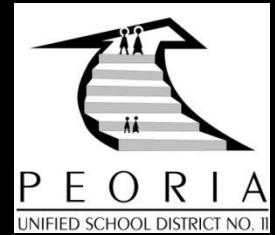
- Guidance counselors and student advisors on each high school campus
- Intervention specialists on each elementary campus
- Technology Life Careers (TLC) course for each 7th & 8th grade student
- Electronic portfolio for each student grades 7-12

PUSD Career Development



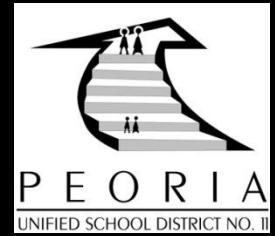
- High school course offerings reflecting the National 16 Career Clusters
- Career centers on each high school campus (career, scholarship, and financial aid info)
- District scholarship specialist
- District eCampus virtual high school
- Dual enrollment opportunities
- Student organizations

PUSD Career Development



- Ongoing career development training for faculty and staff
- PUSD website with career development portal and related links: www.mylife.peoriaud.k12.az.us (guidance counselors, career centers, educational programs, and student organizations)
- Bridges website and electronic portfolio access: www.bridges.com

Career and Technical Education Involvement



- Bridges
 - Bridges Paws (K-6)
 - Bridges Choices Explorer (7/8)
 - Bridges Choices Planner (9-12)
- CTE (Now Career Services) Day
- Summer Bridges
- Career and Technical Education Classes- High School
 - Classes – Career Exploration and Career Preparation
 - Internship

What Does a Transition Plan Include on the Way to Graduation?

- Disability awareness and workplace skill instruction
- Special Education Leadership Classes
 - Stand alone or embedded curriculum
- Curriculum focus
 - High School Survival
 - Disability Awareness
 - Beginning Career Exploration
- World of Work Classes

Special Blend



Special Blend

Mission Statement:

- **Special Blend, a student led business, is dedicated to providing special needs students with realistic transition experiences to meet each student's post secondary outcomes.**

Adult Training Center

- Shredding services
- Engraving
- Embroidery

Think about:

- What is an ECAP?
- How does it support a student's educational experience?
- How do you support the ECAP responsibilities at your school?

REGULAR EDUCATION, the EDUCATION CAREER ACTION PLAN (ECAP)

➤ Arizona Education and Career Action Plan for Students in Grades 9-12, State Board *Rule # R7-2-302.05*

A. Effective for the graduation class of 2013, schools shall complete for every student in grades 9-12 an Arizona Education and Career Action Plan (“ECAP”) prior to graduation. Schools shall develop an Education and Career Action Plan in consultation with the student, the student’s parent or guardian and the appropriate school personnel as designated by the school principal or chief administrative officer. Schools shall monitor, review and update each Education and Career Action Plan at least annually. Completion of an Education and Career Action Plan shall be verified by appropriate school personnel.

RULE # R7-2-302.05 (continued)

B. An Arizona Education and Career Action Plan shall at a minimum allow students to enter, track and update the following information: 1. Academic Goals that include identifying and planning the coursework necessary to achieve the high school graduation requirements and pursue postsecondary education and career options; analyzing assessment results to determine progress and identify needs for intervention and advisement; and documenting academic achievement; 2. Career Goals that include identifying career plans, options, interests and skills; exploring entry level opportunities; and evaluating educational requirements; 3. Postsecondary Education Goals that include identifying progress toward meeting admission requirements, completing application forms and creating financial assistance plans; and 4. Extracurricular Activity Goals that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities.

ECAP ATTRIBUTES

Use this checklist to track your fulfillment of required ECAP attributes. (Four attribute requirements.)

☐ ACADEMIC

Plan coursework, meet high school requirements , document postsecondary education goals
ECAP, review academic progress to include needed interventions or advisements, record academic achievement or awards.

☐ CAREER

identify postsecondary career plans, options, interests or skills, explore career opportunities ,
explore needed educational requirements to meet the career option.

☐ POSTSECONDARY

Explore admissions requirements, complete necessary applications , create a financial assistance plan, etc.

☐ EXTRACURRICULAR

Documentation for participation in: clubs or organizations, athletics, recreational activities, fine arts opportunities, community service or volunteer activities, experiences, internships, leadership opportunities ,job shadow, etc, other activities the user might wish to note.

Q&A?

SPECIAL EDUCATION: INDICATOR 13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessments, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

IEP TRANSITION COMPONENTS

III.A.6 in the Guide Steps:

1. Measurable postsecondary goals
2. Updated annually
3. Based upon age appropriate transition assessments
4. Coordinated set of activities
5. Course of study
6. Annual IEP goals
7. Student invite
8. Outside agency invite, with prior consent

IDEA/OSEP Individualized Education Program Transition Requirements

The IEP must provide for **transition services** no later than the first Individualized Education Program (IEP) to be in effect when the child turns 16,
or
younger, if determined appropriate by the IEP Team

What is Transition Service Planning?

...the deliberate development of a written plan of the student's :

1. Secondary education experiences (activities and course work)

As well as..

2. Linkages to adult services that can continue to support them after they exit school (DES-RSA and DDD, Department of Behavioral Health, and Disabled Student Resources,)

The goal:

...plans that will reasonably enable them to meet specific postsecondary goals

...plans developed using interagency collaboration that effectively provide for a seamless transition from school to postsecondary life with needed support.

Preparing to Discuss Transition at an IEP Meeting

Read the Measurable Postsecondary Goals ...

1. How can your school team members prepare the student for these goals using activities, courses, and services
2. (High School) Carefully consider who to invite to the IEP as an IEP Team member. What information might they need from you or you could ask them to provide to the team? (Regular Ed Teacher, Specials Teacher, CTE Teachers Extracurricular Teacher, and Facilitators)
3. Review information from the student's Education and Career Action Plan (ECAP) to develop MPGs
4. Be aware of any participating agency personnel that is likely to provide transition services after exiting school and consider what you do now for the student to prepare the student to continue services with them. **Create interagency collaboration.**

YOUR ROLE: THE MOST IMPORTANT ONE

- As you work with students you will notice an individual that with some additional planning, support, and guidance could do well.
- Seek out ways to provide supports/opportunities through what was presented today.
- You may provide contact information for the students and families to follow up on if they choose.
- You may want to facilitate the first contact with adult services to get the student/family started.
- **Remember the student does not have to be eligible for Special Education for some of these supports**

What Would Your Answer Be NOW?

- What is a Transition Plan for Special Education?
 - How does it personalize a student's educational experience?
 - How do you support the Transition planning responsibilities at your school?
-
- What is an ECAP?
 - How does it personalize a student's educational experience?
 - How do you support the ECAP responsibilities at your school?

Last chance: Questions?



PUSD Contact Information

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ADE Contact Information

Arizona Department of Education, Exceptional Student Services, Secondary Transition

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Visit us on the Web: <http://www.ade.state.az.us/eSS/>

Community Contact Information

Arizona Department of Economic Security

Division of Developmental Disabilities

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Rehabilitation Services Administration, Vocational Rehabilitation Program

Betty Schoen, Statewide Youth Transition Coordinator

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Web address: <https://www.azdes.gov/>

Community Contact Information

Arizona Department of Health Services, Division of Behavioral Health Services

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Visit us on the Web: <http://www.azdhs.gov/bhs>

Community Partner for Behavioral Health Services

Stacia Ortega, Regional Director, Southwest Behavioral Health
Youth Advocate Programs, Inc.

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Glendale, AZ 85302

(602) 810-4987

sortega@yapinc.org

Visit us on the Web: <http://www.yapinc.org/>

Contact Information (continued)

Arizona Department of Health Services/Office for Children with Special Health Care Needs

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Phoenix, Arizona 85007-3242

(602) 364-1480 or 1-800-232-1676 (ask for OCSHCN)

aitkenr@Azdhs.gov

Web address: <http://www.azdhs.gov/phs/ocshcn/index.htm>

Send OCSHCN a message: OCSHCN@azdhs.gov

Contact Information (continued)

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